**Woodcock Reading Mastery Tests–Revised, Normative Update (WRMT-Rnu)**

The normative update of the Woodcock Reading Mastery Tests–Revised (Woodcock, 1998) is a battery of six individually administered tests to assess the development of readiness skills, basic reading skills, and reading comprehension of individuals from kindergarten through 75 years of age. Test results can be used in clinical and educational assessment and diagnosis, planning of educational programs, and research. The complete materials for the test are contained in an easel kit. There are two forms of the test, G and H. Form G includes all six tests; Form H includes only the four reading-achievement tests (it does not include the readiness measures).

**Subtests and Clusters**

The six tests that make up the WRMT-Rnu battery are described next.

**Visual–Auditory Learning**  In a miniature learning-to-read task, the student is required to associate unfamiliar visual stimuli (rebuses) with familiar oral words and to translate sequences of rebuses into sentences. The test is the same as the Visual–Auditory Learning subtest of the Woodcock–Johnson Psychoeducational Battery.

**Letter Identification**  This test assesses skill in naming or pronouncing (the student is permitted to do either) letters of the alphabet. Both upper- and lowercase letters are used, and the letters are presented in a variety of type styles.

**Word Identification**  This test measures skill in pronouncing words in isolation.
**Word Attack**  This test assesses skill in using phonic and structural analysis to read nonsense words.

**Word Comprehension**  Three subtests make up this test: Antonyms, Synonyms, and Analogies. In the Antonyms subtest, the student must read a word and then provide a word that means its opposite. In the Synonyms subtest, words with meanings similar to those of the stimulus words must be provided. In the Analogies subtest, the student must read a pair of words, ascertain the relationship between the two words, read a third word, and then supply a word that has the same relationship to the third word as exists between the initial pair of words read. Separate scores can be obtained for comprehension of words in different content areas: General Reading Vocabulary, Science–Mathematics Vocabulary, Social Studies Vocabulary, and Humanities Vocabulary.

**Passage Comprehension**  This test uses a modified cloze procedure. The cloze procedure is a technique in which words are omitted from a sentence, and for each omission the test taker supplies a word that is appropriate in terms of both meaning and grammar. In a modified cloze procedure, the test taker selects the correct word from a multiple-choice array.

   The student's task is to read silently a passage that has a word missing and then tell the examiner a word that could appropriately fill the blank space. The passages are drawn from actual newspaper articles and textbooks.

   The six tests of the WRMT-Rnu are organized into three clusters. The readiness cluster is composed of the Visual–Auditory Learning and Letter Identification tests. The Word Identification and Word Attack tests make up the basic skills cluster. The Word
Comprehension and Passage Comprehension tests make up the reading comprehension cluster.

Scores

Raw scores can be converted into commonly understood derived scores: percentiles, standard scores (with a mean of 100 and a standard deviation of 15), $T$-scores, normal-curve equivalents, and age and grade equivalents. Raw scores can also be converted to $W$-scores (a Rasch ability score) and to a Relative Performance Index (RPI), which is a ratio of the test taker's mastery of material to that mastered at 90 percent by the normative sample. For example, if a student earned an RPI of 30/90, that student performs the tasks with 30 percent mastery, while average individuals perform them with 90 percent mastery.

Norms

In 1998 new norms were published for the WRMT-Rnu. Because item-response theory was used to develop the tests, the normative sample plays a less central role. Students in the norm sample are used to calibrate the test items.

The norms for the WRMT-Rnu are based on the performances of 3,184 students in first through twelfth grade and 245 individuals between 18 and 22 years of age who were tested as part of an effort to develop new norms for this test and also Key Math–

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1 For a brief explanation of item-response theory, visit the website for this text http://education.college.hmco.com/students. Then click on your textbook.
Revised, the Peabody Individual Achievement Test–Revised, and the comprehensive and brief forms of the Kaufman Test of Educational Achievement. The sampling plan to locate individuals willing to participate in the renorming effort is well described. Actual participants were selected from a pool of volunteers using stratified random-sampling techniques. At each grade, the sample appears representative in terms of gender, geographic region, parental education, race and ethnicity (that is, African American, Hispanic, white, and other), and placement in special education programs for students with disabilities and for gifted students. However, only portions of the total sample were used to calibrate the items in each subtest. The numbers of individuals range from 2,662 (Word Reading) to 721 (Word Comprehension); the representatives of these subsamples varies by grade for each subtest, as well as from subtest to subtest.

Reliability

Data are provided on the internal-consistency reliability of the WRMT-Rnu. These data are for all tests and clusters and are provided separately for grades 1, 3, 5, 8, and 11 and for college and adult groups. Reliabilities for clusters exceed .80; in all but three cases, they exceed .90. With one exception, reliabilities for the six tests exceed .80; most exceed .90. There are no data on the test–retest reliability of the WRMT-Rnu.

Validity
Several kinds of validity are discussed in the manual for the WRMT-Rnu. The case for content validity is made on the basis of expert judgment and the Rasch scaling procedures used in constructing the test. Users of the test will have to make judgments about the extent to which the test measures mastery of the content of their curriculum. Evidence for concurrent validity is good. Data are presented showing correlations of the WRMT-Rnu with the reading subtests of the Woodcock–Johnson Psychoeducational Battery. Correlations among subtests measuring similar behaviors are high. There is good evidence for the convergent validity of the scale; that is, performance on specific tests correlates more highly with performance on other measures of similar reading behaviors than with performance on measures of different reading behaviors.

Summary

The WRMT-Rnu, a revision of a scale that was originally published in 1973, includes six separate measures of pupil skill development in reading and reading comprehension. The WRMT-Rnu has expanded and updated norms and now includes a readiness component. The test is also normed on college students and adults. The several new diagnostic aids that have been developed appear to be useful. The test is appropriately and adequately normed, and evidence for internal-consistency reliability is good. There are no data on test–retest reliability. Evidence for validity of the tests is good. This is one of the better diagnostic reading measures.